



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #: 6 Facet:** Perspective

Grade Level: 9 Numbers of Days: 1-2 Days

Topic: Fiction Writing

PART I:

Objectives

Students will understand that the language and syntax must be appropriate for the content of the story.
Students will know: Vocabulary - How language influences the flow and the view of the audience.
Students will be able to aim the story at a particular age group.

Product: Poster

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Content Area: English

Grade Level: Grade 9-10

Domain: Writing Standard

Cluster: Text Types and Purposes

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Clickers - Students will use clickers during an activity in class. Students will view a variety of images aimed at a variety of age groups. They will then proceed to select the audience they think is being targeted. This will help them to understand the message they are sending and how to address the selected audience.

Section II – timely feedback for products (self, peer, teacher)

The teacher will be able to assess the student's feedback and will be able to provide the students with more information relating to the view and impressions of the audience during the assessment of their product.

Summative (Assessment of Learning):

Poster (40 pts) Students will be asked to use Glogster to make a mock movie poster for their short story. They may use original images, or they may use previously existing images. They must give credits for any visuals they use, whether original or not. What they choose to put on the poster for words is up to them. At least their short story title and their name must be included on the poster itself.

Integration

Technology: Glogster

Content Areas:

Art/Graphic Design – Students will need to choose and organize images to address the audience.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a Goal-Reason Web to organize what they hope to impress upon the audience through their use of visuals.

Section II – Groups and Roles for Product

Students will be provided with feedback from the teacher. They will also be in table groups where they will also have the opportunity to discuss their ideas with their surrounding peers.

Differentiated Instruction

MI Strategies

Verbal: Students will be able to add words to their visual in order to express the views from the audience.

Logic: Students will need to choose an appropriate representation of the influence they believe their story will have on the audience.

Visual: Students will create a visual representation of the view of their story from the audience.

Musical:

Kinesthetic:

Intrapersonal: Students will be able to work on this assignment on their own.

Interpersonal: Students will be able to seek assistance and conversation from their peers about the effectiveness and appropriateness of their visual.

Naturalist: Students will be able to express the setting through visuals. Setting is vital to the effectiveness of the story.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students: All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new due date.

Extensions

Type II technology: Glogster

Gifted Students: Gifted students will be able to expand on their individual creativity throughout the process. They will be help to a high standard of writing and development of both characters and plot.

They will challenge themselves individually based on their plot and events sequences and understanding of audience awareness.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Paper

Writing Utensils

Printer

Source for Lesson Plan and Research

List all URL and describe.

[Glogster](#) - Used to create the lesson product.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom will be arranged into table groups of 4 students. This is to ensure that students do not get distracted by too many peers, but also to ensure that the students are given an opportunity to collaborate with their surrounding group members.

Day 1 - 70 minutes

Students will be introduced to the assignment will be instructed in the lesson and product will require. This should take 30-40 minutes of the first class. The next 15-20 minutes will be attributed to allowing the students time to plan and experiment with the [Glogster](#). The last 10-15 minutes, students will be given a chart for observation. They will also be required to submit a One-Sentence Summary as an Exit Ticket before the end of class. Assignments - Students have the option to begin the assignment for the next class.

Day 2 - 70 minutes

The remainder of class will be attributed to giving students the time to work on their assignments. The students will have to have their assignment completed by the end of the class period, and the links need to be emailed to the teacher by the end of the period.

Students will understand that the language and syntax must be appropriate for the content of the story. Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will continue to be hooked by various movie trailers which will then be concluded with a discussion of the plot, characters, and audience awareness.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know: Vocabulary - How language influences the flow and the view of the audience(**Equip**), Students will use an Observation Chart to keep track of elements that may influence the reader. They will use a Team Project to test whether or not these elements are evident to other readers. Students will submit a One Sentence Summary of their purpose for their audience.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will use an Observation Chart to keep track of elements that may influence the reader. They will

use a Team Project to test whether or not these elements are evident to other readers. Create a review of the book by the author, and consider the author's opinion on how the book will be received by the audience. Students will submit a One Sentence Summary of their purpose for their audience. Students will have to be meticulous in what they choose to include in their sentence. The teacher will provide feedback relating to the validity of the purpose provided by the student.

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the two day process. Doing this poster online using a template will allow students to constantly change and reevaluate their own work. Students will also be provided with timely feedback by their peers during their work at their table groups. The completion of this assignment is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their poster during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.

Evaluate, Tailors: Intrapersonal, Interpersonal.

Content Notes

Students will know.....

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

List the items that need to be printed out for the lesson.

Goal-Reason Web

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the storyboard to organize and analyze the development of the plot and character development.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the storyboard at their own pace.

Beach Ball: Because this assignment in an individual assignment, and is asking for their own

interpretation in creating a story, students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative: Clickers - Students will use clickers during an activity in class. Students will view a variety of images aimed at a variety of age groups. They will then proceed to select the audience they think is being targeted. This will help them to understand the message they are sending and how to address the selected audience.

Summative: Poster (40 pts) Students will be asked to use Glogster to make a mock movie poster for their short story. They may use original images, or they may use previously existing images. They must give credits for any visuals they use, whether original or not. What they choose to put on the poster for words is up to them. At least their short story title and their name must be included on the poster itself.

Rationale: All students will have creative license with this assignment. This assignment is targeted to several intelligences because of the freedoms each student is given throughout the creation process.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

MLR or CCSS:

Content Area: English

Grade Level: Grade 9-10

Domain: Writing Standard

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Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Facet: Perspective

Rationale: Students will understand that the language and syntax must be appropriate for the content of the story.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will be able to add words to their visual in order to express the views from the audience.

Logic: Students will need to choose an appropriate representation of the influence they believe their story will have on the audience.

Visual: Students will create a visual representation of the view of their story from the audience.

Musical:

Kinesthetic:

Intrapersonal: Students will be able to work on this assignment on their own.

Interpersonal: Students will be able to seek assistance and conversation from their peers about the effectiveness and appropriateness of their visual.

Naturalist: Students will be able to express the setting through visuals. Setting is vital to the effectiveness of the story.

Type II Technology: Glogster

Rationale: Students will be given instruction on the assignment based on what the goal is, and a quick lesson will be given on how to use the technology. Students will gain understanding because of their conversations with their peers and with the teacher.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will understand the goal of the assignment through use of the Goal-Reason Web. Students will know the impression they hope to leave on the audience, and will be given the opportunity to demonstrate this through visuals.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students will use Glogster to create a visual representation of a movie poster for their short story. They will adapt their writing to visuals through this lesson. They will also learn the importance of impressing a certain topic on the audience.